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ABSTRACT

This report is comprised of recommendations made to the Texas Legislature, Texas Community Junior Colleges, and Coordinating Board concerning Compensatory education in general and specifically, the economically, ethnically, and educationally disadvantaged students. Recommendations to the colleges and the means for carrying them out are given for: new methods of recruiting disadvantaged students; disadvantaged community involvement; innovative and relevant instructional techniques and curriculum offerings; improved and enlightened staff attitudes; and supportive student services. Recommendations for state action are concerned with finances and the establishment of a permanent advisory council to the Commissioner of Higher Education on compensatory education. (CA)

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# REACHING FOR THE IDEAL

Recommendations for Texas Community Junior Colleges

and

Recommendations for State Action

Made to

Dr. Bevington Reed,
Commissioner of Higher Education

by

The Advisory Council

Compensatory Education Project

Junior College Division

Coordinating Board, Texas College and University System

(Funded by an Office of Economic Opportunity Grant)

JC 710 096

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 03 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

# Coordinating Board

TEXAS COLLEGE AND UNIVERSITY SYSTEM

P. O. BOX 12788 CAPITOL STATION

AUSTIN, TEXAS 78711


April 5, 1971

Dr. Bevington Reed
Commissioner of Higher Education
Coordinating Board, Texas College and University System
1113 State Finance Building
Austin, Texas 78711

Dear Commissioner Reed:

The Advisory Council of the Compensatory Education Project is pleased to submit the enclosed report, Reaching for the Ideal. This publication represents the results of a seven-month study by the project staff and the fourteen-member Advisory Council representing all segments of the Texas population and the state's diverse geographic areas. The recommendations represent a plan for improving educational opportunities for all Texans, especially those who are educationally, socially or economically disadvantaged.

The Advisory Council appreciates the opportunity to study the problems of compensatory education and submits these recommendations for consideration and appropriate action by the Coordinating Board, the Texas legislature, and the community junior colleges.

Respectfully submitted,

Tom Spencer

Tom Spencer, Director
Compensatory Education Project
Junior College Division

TS/mg

Enc.


WAYNE E. THOMAS, CHAIRMAN; NEWTON GRESHAM, VICE-CHAIRMAN; WALTER BASSANO; G. V. BRINDLEY, JR., M.D.; WILL D. DAVIS; O. H. ELLIOTT; JAMES P. HOLLERS, D.D.S.; WALES MADDEN, JR.; WM. HUNTER MCLEAN; L. B. MEADERS; FRED H. MOORE; HARRY PROVENCE; TOM SEALY; M. HARVEY WEIL; WATSON W. WISE; SAM D. YOUNG, JR.; AND H. B. ZACHRY; BEVINGTON REED, COMMISSIONER.

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## PREFACE

Reaching for the Ideal includes recommendations for Texas community junior colleges and recommendations for state action. These recommendations are made by the Advisory Council for the Compensatory Education Project.

The purpose of these recommendations is to outline an ideal program by which colleges can better serve disadvantaged students. Certainly, this "ideal" is based on current knowledge and can be improved with future developments. In addition, few colleges would find the entire program justified in their individual situations.

No attempt is made to prove points or muster evidence in this brief report. This report, by its very nature, was limited to the presentation of available information and the summarization of this information in the recommendations.

The Compensatory Education Project is funded by a grant from the Office of Economic Opportunity, Office of Program Development. The Project Analyst is Miss Delores Welch. The Assistant Director for Program Development is Mr. Joe P. Maldonado.

# REACHING FOR THE IDEAL

## Recommendations for Texas Community Junior Colleges

"Every Texan should be afforded the opportunity to attend college and succeed or fail on his own efforts."...."Community junior colleges are educational institutions designed to provide technical-occupational programs for some, lower-division college courses for others, and a means for all citizens to continue their education or attain new occupational skills." Challenge for Excellence, A Blueprint for Progress in Higher Education, Coordinating Board, Texas College and University System, Austin, January, 1969, p. 7.

The community junior college is committed to providing all educational services to all citizens beyond the high school in either age or education with the only limits being sufficient enrollment and sufficient funds. This commitment is stated innumerable times in statements like the one above taken from the Coordinating Board publication. Nearly every community junior college catalogue, brochure, magazine, etc. reiterates the commitment.

### Is the Commitment Met?

There is no question that all of the 45 community junior colleges operating in Texas are "open door" institutions. All of them will admit any student who knocks at that door and permit him to partake of the existing programs. Is this not refusing entrance really meeting the commitment to provide all educational services to all citizens beyond the high school? Let us look at junior college students in terms of economic, ethnic, and educational backgrounds as well as type of programs for which students are enrolled. This should point toward an answer regarding meeting the commitment.

Are community junior college students representative of the

Texas population in terms of economics? The median family income in Texas was estimated to be under $7,000[1] in 1969. The median family income for families with students in Texas private and public senior colleges in 1968 was well above $7,500.[2, 3] It would be logical to assume that if the state median income is less than $7,000 and students from families with more income tend to go to residential senior colleges, that the median family income for those students remaining at the community junior colleges would be even lower. The median family income for the families of students in community junior colleges in 1968 was almost $7,500.[4] Therefore, the community junior college students are not representative of the Texas population in terms of economic backgrounds. They certainly are not representative of the population after other types of college enrollment are taken into consideration.

Are community junior college students representative of the Texas population in terms of ethnic background? The results of a fall 1970 survey conducted by the Compensatory Education Project indicated that every community junior college, with the possible exception of two who did not reply, had at least one Black student. Table A contains the reports of the individual colleges. Every community junior college that replied but one had at least one Chicano student. However, the Black population makes up about 12.4 per cent of the Texas population, but only 6.5 per cent of the community junior college's student body.

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[1] 1970 Survey of Buying Power, Sales Management, June 10, 1970, Vol. 104, No. 13.

[2] ACT Class Profile Report Enrolled - 1969, Texas Private Senior Colleges, p. 25.

[3] ACT Class Profile Report Enrolled - 1969, Texas Public Senior Colleges, p. 25.

[4] ACT Class Profile Report Enrolled - 1969, Texas Public Junior Colleges, p. 25.

TABLE A

HEADCOUNT ENROLLMENT BY ETHNIC GROUP IN

TEXAS COMMUNITY JUNIOR COLLEGES, FALL, 1970

| NAME OF COLLEGE | BLACK STUDENTS | | CHICANO STUDENTS | | OTHER STUDENTS | | TOTAL HEADCOUNT ENROLLMENT |
|---|---|---|---|---|---|---|---|
| | Tot. No. | % of Tot. | Tot. No. | % of Tot | Tot. No. | % of Tot. | |
| in | 110 | 7.6 | 58 | 4.2 | 1,265 | 88.2 | 1,433 |
| rillo | 51 | 1.8 | 41 | 1.3 | 2,877 | 96.9 | 2,969 |
| elina | 109 | 12.5 | 9 | 1.0 | 754 | 86.5 | 872 |
| County | 35 | 3.2 | 342 | 30.8 | 730 | 66.0 | 1,107 |
| nn | 158 | 9.0 | 36 | 2.0 | 1,544 | 89.0 | 1,738 |
| zosport | 53 | 4.2 | 58 | 4.4 | 1,180 | 91.4 | 1,291 |
| tral Texas | 214 | 6.6 | 149 | 4.6 | 2,852 | 88.8 | 3,215 |
| co | 63 | 5.5 | 47 | 4.0 | 1,060 | 90.5 | 1,170 |
| rendon | 8 | 1.9 | 11 | 2.7 | 391 | 95.4 | 410 |
| . of the Mainland | 188 | 15.5 | 57 | 4.6 | 968 | 79.9 | 1,213 |
| ke County | 28 | 1.7 | 8 | .6 | 1,545 | 97.7 | 1,581 |
| las County Jr. Col. Dist. | | | | | | | |
| Eastfield | 43 | 1.3 | 68 | 1.9 | 3,411 | 96.8 | 3,522 |
| El Centro | 1,013 | 15.0 | 335 | 5.0 | 5,362 | 80.0 | 6,710 |
| Mountain View | 210 | 10.2 | 58 | 2.8 | 1,792 | 87.0 | 2,060 |
| Mar | 138 | 3.0 | 1,719 | 38.4 | 2,629 | 58.6 | 4,486 |
| nk Phillips | 4 | .6 | 6 | 1.0 | 611 | 98.4 | 621 |
| veston | 225 | 21.1 | 149 | 13.9 | 695 | 65.9 | 1,069 |
| yson County | 92 | 3.5 | 10 | .3 | 2,520 | 96.2 | 2,622 |
| nderson County | 186 | 14.3 | 25 | 1.9 | 1,091 | 83.8 | 1,302 |
| l | 23 | 4.2 | 8 | 1.4 | 520 | 94.4 | 551 |
| ward County | 36 | 3.0 | 45 | 3.8 | 1,113 | 93.2 | 1,194 |
| lgore | 231 | 8.6 | 25 | 1.0 | 2,416 | 90.4 | 2,672 |
| redo | 4 | .2 | 1,500 | 83.8 | 288 | 16.0 | 1,792 |
| | 168 | 5.3 | 95 | 2.8 | 3,021 | 91.9 | 3,284 |
| emnan Community | 215 | 9.8 | 110 | 4.9 | 1,885 | 85.3 | 2,210 |
| acro | 134 | 12.4 | 21 | 1.9 | 929 | 85.7 | 1,084 |
| ala | 61 | 9.8 | -0- | 0.0 | 559 | 90.2 | 620 |
| | 90 | 11.9 | 4 | .5 | 662 | 87.6 | 756 |
| rmian Jr. Col. Dist. | 104 | 2.9 | 106 | 2.9 | 3,339 | 94.2 | 3,549 |
| nger | 74 | 16.1 | 50 | 10.9 | 335 | 73.0 | 459 |
| n Antonio Jr. Col. Dist. | 1,232 | 7.4 | 3,814 | 22.8 | 11,706 | 69.8 | 16,752 |
| n Jacinto | 142 | 2.0 | 290 | 4.1 | 6,705 | 93.9 | 7,137 |
| uth Plains | 57 | 3.3 | 143 | 7.8 | 1,612 | 88.9 | 1,812 |
| uthwest Texas | 5 | .4 | 386 | 29.2 | 934 | 70.4 | 1,325 |
| rrant County Jr. Col.Dist | | | | | | | |
| Northeast Campus | 66 | 1.4 | 69 | 1.6 | 4,435 | 97.0 | 4,570 |
| South Campus | 677 | 11.1 | 142 | 2.3 | 5,263 | 86.6 | 6,082 |
| mple | 28 | 2.5 | 31 | 2.7 | 1,071 | 94.8 | 1,130 |
| arkana | 207 | 11.0 | 2 | .1 | 1,688 | 88.9 | 1,897 |
| xas Southmost | 1 | .1 | 1,216 | 71.6 | 479 | 28.3 | 1,696 |
| yler | 307 | 7.9 | 8 | .2 | 3,578 | 91.9 | 3,893 |
| ctoria | 36 | 2.3 | 178 | 10.9 | 1,418 | 86.8 | 1,632 |
| atherford | 13 | 1.1 | 3 | .3 | 1,149 | 98.6 | 1,165 |
| arton County | 228 | 11.6 | 174 | 8.8 | 1,573 | 79.6 | 1,975 |
| Totals | 7,067 | 6.5 | 11,606 | 10.7 | 89,955 | 82.8 | 108,628 |

te: The information contained in this interim report was abstracted from survey information submitted by the individual colleges. *The number and ratio of the three student categories contain estimates made from latest available data for the two colleges that did not reply.

tal financial aid expected to be used by students in Texas junior colleges for the 1970-71 school year in the following categories: Special Private Loans - $347,042.00; College Grants and Scholarships - $1,132,113.00; Non-Federal College Work Programs - $847,736.00

Texas has 14.8[1] per cent of the population with Spanish surnames while community junior colleges had only 10.7 per cent of their students with Spanish surnames.[2] Therefore, the community junior college students are not representative of the Texas population in terms of ethnic background.

Chicano students, who are concentrated largely along the Mexican border and in south and west Texas, are proportionately better served than Black students by community junior colleges. Where some south Texas schools have 75 or 85 per cent Chicano students, only one east Texas school had as high as 16 per cent Black students in 1968. It is common to find community junior colleges in east Texas with the population in the service area 30 to 40 per cent Black and 5 to 10 per cent Black students in the student body.

Certainly it is to be expected that a large proportion of community junior college students would be age 17 to 25 in spite of the college's commitment to the entire population. Presently about 75 per cent of the credit students are 25 years old or younger.[3] It would be expected that a much higher proportion of the non-credit students are over 25. Twenty-five per cent of the credit student body being over age 25 does seem quite impressive.

A final area to be considered in evaluating the community junior college's commitment to serving all of the needs of the population is type of program offered. It would be expected that a large proportion of credit students would be enrolled in technical, vocational, or other

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[1] 1960 Census

[2] The figures include an estimate for the two colleges that did not reply. The estimates were based on the 1968 H.E.W. report.

[3] Taken from Coordinating Board reports for the 1967-1968 school year.

non-bachelor's degree programs. Some of the colleges do have half of their students in non-degree programs. In the future it appears that more students will be in occupational programs than in traditional bachelor's degree programs. However, currently it is estimated that 75 per cent or more of the community junior college credit students in Texas are in bachelor's degree programs.

Speaking in gross generalizations, it appears that community junior colleges in Texas concentrate their services on students from higher than average income levels, students who are White-Anglo rather than Black or Chicano, and students interested in traditional bachelor's degree programs. Certainly there are whole colleges that are exceptions to this generalization as well as individual portions of other colleges. Certainly it is true that state support patterns encourage academic programs and discourage occupational programs. However, the generalization is valid that Texas community junior colleges do not live up to their commitment to provide all educational services to all citizens beyond the high school in either age or education.

> Recommendation No. 1: The community junior colleges should actually work to provide all educational services to all citizens beyond the high school in either age or education.

## Meeting the Commitment

Since the greatest shortcomings in meeting the commitment are in serving students disadvantaged economically, socially, or educationally, this is where the greatest efforts are needed to meet the commitment. If the community junior college is seriously seeking to meet its commitment, there are several areas in which it must increase its efforts: recruitment of students, special student services, curriculum offerings,

instructional techniques, staff attitudes, and community involvement. These areas are related to each other and must receive attention concurrently. For example, a strong recruiting program for disadvantaged students is of little value, and is possibly harmful, if the curriculum does not meet the needs of the students recruited. Conversely, special curricula for disadvantaged students are of little value unless an effective recruiting campaign is also operated.

## Recruiting

There is some form of recruiting of students in nearly every community junior college in Texas. Usually, this recruitment program is centered on the current high school seniors and powerful groups of citizens. One emphasis is usually upon having every high school visited regularly, mailings to graduating seniors, and as much contact with the seniors as possible. The other emphasis is upon having a good image with powerful local groups. When the Rotary Club or the Lions Club wants a program, the college is anxious to help.

The problem with this recruitment approach is that it reaches primarily the middle-class, successful parents and students. Students whose families do not think of college tune out when a recruiter is talking to their senior class. Average or below average high school students do not see themselves as eligible for such opportunities as work programs, grants and loans. Realizing these problems in recruiting graduating seniors who come from disadvantaged backgrounds, it becomes obvious how ineffective the ordinary recruiting techniques are in recruiting adults who graduated several years ago or potential adult students who dropped out before finishing high school. Talking and writing to senior classes and speaking to civic clubs are very ineffective as techniques for recruiting disadvantaged students.

The first step is to decide to live up to the commitment that community junior colleges talk about so readily. This means the college must decide to actively work to reach all people past high school. In addition to middle-class high school graduates, adults[1] and high school students from all backgrounds should be sought and served whether they need academic, technical-vocational, general education or avocational programs on either a full- or part-time basis.

Where a student does not think in terms of college, it is not offering him an opportunity to simply be willing to accept him. To offer the disadvantaged student an equal opportunity at community junior college education, the college must take special pains to reach the student. It is not trickery with words to say that the community junior college must make an extra effort before the disadvantaged student has an equal educational opportunity.

The obvious first step to serving all of the people is in the area of admissions. The college must be willing to admit any one into any program that is appropriate for him. Any person past high school age should be eligible for admission to a suitable program. An arbitrary barrier of a high school diploma or high school equivalency is unreasonable. There should be programs that fit adult high school dropouts, and obviously, the student should be allowed to enter.

No one should misconstrue this to mean that an adult who quit school at the elementary level should be admitted into calculus and physics before he has acquired or demonstrated the background for it. His education should be evaluated and he should be placed in an appropriate program that will lead toward his goals.

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[1] for practical purposes "adult" should be defined as 18 or 19 years old.

## Techniques for Recruiting

Financial aid is an important recruiting technique. Adequate financial aid is available through federal programs to assist nearly all legitimately financially disadvantaged students through work-study, grant, and loan programs. Colleges that consistently give high proportions of their federal funds to students whose family incomes are at the lowest levels receive increased funds. Colleges that have lower proportions of their students' family incomes from the lowest levels normally find their funds decreased.

Table B shows the federal financial aid funds and the Hinson-Hazlewood funds for each Texas community junior college.[1] The amount available per full-time student is a figure that can be compared from college to college. This figure is based on individuals who are full-time students, not full-time equivalents. The variables that should be kept in mind are whether or not the college has dormitories and what the income level is in a college's service area.

Financial aid should take into consideration the total cost of attending college. Tuition, fees, books, clothes, meals, transportation, school supplies and even a little money for incidentals can and should be considered. The federal guidelines for the work-study, grant and loan programs all provide for the inclusion of total cost in the calculation of need.

> Recommendation No. 2: Community junior colleges should use all types of available financial aid individually and in combinations to assist students to attend college.

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[1]The figures given represent the expected expenditures for the 1970-1971 school year. The number of full-time students is an estimate for fall 1970 based on Junior College Directory figures, it is not the number of full-time student equivalents.

TABLE B

FOUR SOURCES OF STUDENT FINANCIAL AID AND CURRENT

YEAR AMOUNTS AVAILABLE AT TEXAS COMMUNITY JUNIOR COLLEGES

| NAME OF COLLEGE | E.O.G.* | N.D.S.L.* | WORK* STUDY PROGRAM | T.O.P.* | COMBINED TOTALS, ALL SOURCES | AMOUNT AVAILABLE PER FULL-TIME STUDENT, 1970 FALL SEMESTER | PROJECTED ENROLLMENT OF FULL-TIME STUDENTS FALL, 1970 |
|---|---|---|---|---|---|---|---|
| Alvin | $ | $ | $ | $ 36,950 | $ 36,950 | $ 45 | 828 |
| Amarillo | | | | 110,377 | 110,377 | 48 | 2,313 |
| Angelina | 49,900 | | 31,358 | 66,926 | 148,184 | 246 | 602 |
| Bee County | 50,400 | 30,150 | 36,606 | 12,390 | 129,546 | 163 | 793 |
| Blinn | 29,800 | 26,628 | | 45,380 | 101,808 | 58 | 1,751 |
| Brazosport | 1,300 | | 6,382 | 2,209 | 9,891 | 8 | 1,181 |
| Central Texas | 61,100 | 33,303 | 114,336 | 58,059 | 266,798 | 191 | 1,398 |
| Cisco | 9,800 | 24,750 | 58,095 | 18,760 | 111,405 | 108 | 1,036 |
| Clarendon | 20,000 | | 53,036 | 43,828 | 116,864 | 339 | 345 |
| Col. of the Mainland | 17,000 | | 29,284 | 4,300 | 50,584 | 85 | 596 |
| Cooke County | | | 43,799 | | 43,799 | 42 | 1,037 |
| Dallas County Jr. Col. Dist. | | | | | | | |
| *Eastfield | | | | 3,495 | 3,495 | | |
| El Centro | 79,300 | | 60,000 | 260,459 | 399,759 | 81 | 5,017 |
| *Mountain View | | | | 5,040 | 5,040 | | |
| Del Mar | 44,300 | 22,617 | 89,794 | 116,531 | 273,242 | 81 | 3,379 |
| Frank Phillips | | | 11,140 | 5,667 | 16,807 | 40 | 425 |
| Galveston | 10,200 | | 31,399 | 51,541 | 93,140 | 88 | 1,054 |
| Grayson County | | | 35,543 | 28,050 | 63,593 | 51 | 1,258 |
| Henderson County | | 37,680 | 39,836 | 66,627 | 144,143 | 109 | 1,321 |
| Hill | 16,200 | 4,050 | 26,382 | | 46,632 | 94 | 497 |
| Howard County | 8,100 | 12,821 | 88,458 | 4,850 | 114,229 | 167 | 684 |
| Kilgore | 10,800 | | 59,499 | 153,567 | 223,866 | 100 | 2,234 |
| Laredo | 11,300 | | 15,262 | 89,518 | 116,080 | 64 | 1,827 |
| Lee | | | 20,250 | 19,746 | 39,996 | 25 | 1,603 |
| McLennan Community | | | 41,898 | 105,716 | 147,614 | 97 | 1,517 |
| Navarro | 5,400 | 17,828 | 69,634 | 82,297 | 175,159 | 163 | 1,075 |
| Panola | | | 62,240 | 21,680 | 83,920 | 174 | 483 |
| Paris | 9,000 | 7,650 | 26,593 | 51,270 | 94,513 | 131 | 722 |
| Permian Jr. Col. Dist. | | | | | | | |
| *Midland | | | | | | | |
| Odessa | | | 82,845 | 81,743 | 164,588 | 83 | 1,990 |

TABLE B

| NAME OF COLLEGE | E.O.G.* | N.D.S.L.* | WORK* STUDY PROGRAM | T.O.P.* | COMBINED TOTALS, ALL SOURCES | AMOUNT AVAILABLE PER FULL-TIME STUDENT, 1970 FALL SEMESTER | PROJECTED ENROLLMENT OF FULL-TIME STUDENTS FALL, 1970 |
|---|---|---|---|---|---|---|---|
| Ranger | $27,000 | $29,340 | $ 121,007 | $ 46,254 | $ 223,601 | $509 | 439 |
| San Antonio Jr. Col. Dist. | 60,200 | 13,700 | 198,813 | 223,784 | 496,497 | 53 | 9,296 |
| San Jacinto | 5,900 | 18,900 | 11,955 | 17,686 | 54,441 | 15 | 3,649 |
| South Plains | 21,500 | | 113,680 | 95,170 | 230,350 | 166 | 1,388 |
| Southwest Texas | 15,000 | | 57,614 | 55,299 | 127,913 | 136 | 944 |
| Tarrant County Jr. Col. Dist. | 42,600 | | 214,690 | | 298,325 | 59 | 5,066 |
| *Northeast Campus | | | | | | | |
| South Campus | | | | 40,535 | | | |
| Temple | 16,800 | | 66,031 | 27,713 | 110,544 | 152 | 725 |
| Texarkana | | | 55,269 | 18,500 | 73,769 | 60 | 1,233 |
| Texas Southmost | 30,900 | 2,170 | 59,637 | 27,566 | 120,273 | 116 | 1,036 |
| Tyler | | | | 30,475 | 30,475 | 11 | 2,789 |
| Victoria | | | | | | | 1,177 |
| Weatherford | 4,600 | | 18,709 | 1,500 | 24,809 | 38 | 655 |
| *Western Texas | | | | | | | |
| Wharton County | 64,300 | 92,762 | 72,602 | 22,127 | 251,791 | 145 | 1,739 |
| Totals | $722,700 | $374,349 | $2,123,676 | $2,154,085 | $5,374,810 | $ 81.44 | 65,994 |

*New Colleges - information unavailable or not applicable.

*E.O.G. - Educational Opportunity Grants, 1970-71 Academic year.
*N.D.S.L. - National Defense Student Loan Program, 1970-71 Fiscal year.
*T.O.P. - The Hinson-Hazlewood College Student Loan Act, Sept. 1, 1969 to Sept. 30, 1970.
*Work Study Program - 1970 Calendar year.

> This includes the federal college work-study, the National Defense Student Loan, the Economic Opportunity Grant, Texas Opportunity Plan and local financial aid programs. The need for financial aid should be calculated including the total cost of education: Tuition, fees, books, supplies, meals, transportation, clothes, entertainment allowance, and, where needed, lodging.

Transportation is very frequently a real problem for a student from a low income family. Most Texas community junior college campuses are built on "country club" sites at the edge of town where land is less expensive and more available. Especially in smaller cities, there is no public transportation from the low income parts of town to the college campus. A student from a low income family frequently does not have a dependable way to get to the college campus. Usually there is only one family car which cannot be committed to the college student every day. Further, this car is frequently not dependable. The student has a real problem in getting to the campus on schedule, if at all.

This transportation problem is even more difficult if the low income student lives 10 or more miles from the campus. It becomes a real burden for his family to drop him off and pick him up at the college. He cannot afford a car that will dependably cover a 20 or 30 mile round trip every day. Frequently, the student must also be able to fit his part-time job into his schedule.

The college should try to help solve low income students' transportation problems. The college might find it economically feasible to operate buses. In rural areas a single daily round trip of a bus, driven by a work-study student, can be financed for much less than the cost of a car for every student. In an urban area, regularly scheduled shuttle buses may be feasible. Car pools can be encouraged. In other areas special public transportation routes can be arranged. The student financial aid can be increased to cover these costs. If all else fails,

the students' financial aid must absorb his automobile costs if he is to attend college.

> Recommendation No. 3: The community junior college should help to solve the low-income students' transportation problems by operating buses, encouraging car pools, arranging special public transportation routes, and providing sufficient financial aid to finance students' transportation costs.

The community college should use a variety of recruiting techniques always keeping in mind that students and the families of students who are socially, economically, and educationally deprived cannot be reached by the same techniques used with the traditional student. Particular efforts must be made to contact each student personally on a one-to-one basis. This personal touch is needed to help the student understand that the college does have something for him and that the college can help him financially. There is a great difference between systems designed to deliver recruiting and counseling services to each student individually and systems designed to process masses of students into college.

In addition to the student, the family needs personal contact with the recruiter-counselor. The family of this type of student frequently has to be convinced of the need of the student attending college before the student will be permitted to attend.

Special efforts are needed to contact prospective students who are not in the "education pipeline." Community organizations in disadvantaged areas, like churches, welfare offices or any type of organization, should be used for referrals and for direct recruiting. Advertising in newspapers and on radio and television should be carefully placed to reach the special audience. Spanish-language broadcasts reach Chicano dropouts, for instance. It has proved very successful for recruiters to

frequent public places such as shopping centers, pool halls, etc., where people gather. One contact often leads to a brother, sister or friend. If manpower is available, door-to-door contacts are successful.

> Recommendation No. 4: Community junior colleges should use all techniques to recruit students including individual contacts with students and parents, community organizations, well placed advertisements, door-to-door recruiting and any other techniques which fit the local situation.

The ethnic background of the recruiter can be important in dealing with people from lower socio-economic backgrounds. A general characteristic of people from lower socio-economic backgrounds is lack of trust for outsiders. The poor White, Black, or Chicano will prefer to deal with one of his own. This is especially important in dealing with prospective adult students and parents of students.

It is also important that the recruiter understand the special characteristics of the people involved. For instance, a recruiter dealing with Chicano students should understand the importance of the father in the student's decision. Likewise, a recruiter dealing with Black students should understand the importance of the mother in the student's decision. It is so much simpler if the recruiter is from the ethnic group involved.

> Recommendation No. 5: For maximum effectiveness the person who makes recruitment and counseling contacts with a disadvantaged student and his parents should be from the same ethnic background.

There are other less generally applicable recommendations that have proved successful. For instance, starter classes in disadvantaged areas to get individuals used to going to school, the provision of transportation, contact with private school counselors, student recruiting teams, etc.

Efforts to encourage students to continue their education beyond high school should begin several years before graduation from high school. It is too late to start getting a student and his family ready for higher education in the spring before or the summer after his high school graduation. This will be very difficult to accomplish since high schools and junior high schools are not directly accessible to community junior college personnel. All students and their parents must be given more time than is currently afforded by recruiting high school seniors a few months before they should enter college. More than a few months time is needed to get used to the idea of higher education, make the necessary changes in their lives, make the decisions to attend and select the proper programs.

> Recommendation No. 6: By working with local pre-college educational institutions, community junior colleges must encourage all students and their parents to begin thinking about higher education several years before high school graduation.

Student Services for all Disadvantaged Students

In dealing with disadvantaged students, the prime goal of the total student services program should be to build a supportive environment for the student. This supportive environment can best be built if all planning is done with the objective of delivering services to each student as an individual. There is a great difference between systems designed to deliver student services to each student individually and systems designed to process masses of students.

When a disadvantaged student comes to a community junior college, he is in a place he feels he does not belong. No one in his family ever went there. His friends do not go there. This place is totally foreign to him. He does not belong. Several things need to be done for him to belong, even if he is a capable student. He needs a friend he can rely on for help and advice. He needs encouragement. He needs friends. He needs to know someone cares. If he is a disadvantaged student who has not performed well in the past, he also needs special handling in regard

to testing and placement and assistance in developing a better self-concept and motivation.

It is not enough that this individual attention be left to chance. If it is simply hoped that somebody will "take a liking" to a student, the odds are the student will remain isolated and withdraw from school. In addition to not belonging, the disadvantaged student is apprehensive. He is shy and withdrawn. If he doesn't belong, he will withdraw rather than stay. He is not the kind of person that will establish a close relationship with an adult authority figure on his own.

The disadvantaged student who comes to the college usually comes for a particular goal. He comes to be a history teacher or an electronics technician. Even though he may be good in English or drafting, if he finds that history or electronics is not for him, he will quit. Someone must be in close enough contact to deal with this student while he is deciding that history or electronics is not for him. The college must make a conscious effort to organize and develop this close personal attention, taking pains to see that this type of student is cared for.

There are several things the college can do to develop the necessary supportive environment through a counseling program that has close personal contact in it. Someone must be assigned specifically to each student. The person assigned as contact would bear the responsibility for checking frequently with the student to see that everything is going well and to let the student know that someone cares. Whenever any wavering in the student's commitment to his particular goal or to his chosen field occurs, the contact should begin work immediately. Certainly the contact should also counsel with the student or refer the student to qualified help whenever any problem develops.

The person assigned as contact can be a professional counselor, a

peer counselor, or a para-professional counselor. The main qualifications would include a sincere interest in every student assigned him as an individual, an understanding of the student's situation, and sufficient time to contact every student assigned frequently enough to maintain close personal contact.

If peer counselors or para-professional counselors are used as assigned contacts, professional counselors should be readily available. In all cases the professional counselors should have a sincere interest in students, an understanding of the student's situation, and enough time to handle the needs of the students. Three major suggestions can be made regarding professional counselors and disadvantaged students. Counselors are often assigned other duties, teaching or doing administrative details, that keep them from being able to spend the amount of time needed with students. Therefore, counselors must be given the time to deal with students individually, even though the productivity of time spent in individual counseling is hard to measure. Second, for reasons cited before, the counseling staff should represent the ethnic composition of the college's service area so that a student has access to a counselor who understands his background. Third, efforts must be made to break down the barriers around counselors so that students will go to them. Counselors should be brought into the mainstream of the college's activities and not stuck in a little office so private and so far from the activity that students never see them. Special efforts are required to keep the students, faculty and administrators from viewing counselors as an isolated group.

In developing a supportive environment through student services, the student's family should not be forgotten. Since the student's

family does not understand college, the family of a disadvantaged student often has a negative attitude toward the student's continuing education. The family needs to come on campus frequently, meet people the student deals with, and receive information which will help them understand what the student is doing so that the family will also support the student in his educational struggles.

> Recommendation No. 7: The community junior college should build a supportive environment for the disadvantaged student and provide him with a counseling program that will assure close personal contact plus professional counseling.

## Student Services for Disadvantaged Students with a History of Poor School Performance

Although many disadvantaged students have histories of successful school performance, many have histories of failure and poor performance. If the community junior college really intends to offer education for all citizens past high school, it must deal with the large number of disadvantaged students who have performed poorly in previous education and for whom limited success in a traditional college program can be predicted.

That our traditional remedial programs do not work needs no proof here, it is a well accepted fact.[1] The teachers in these remedial classes also agree that, even more than intelligence, motivation is the key to the enormous failure rate. The most promising solution to this problem at present is a motivational program in which students are given a taste of success, helped to develop some self-respect, helped to develop realistic and attainable career objectives, helped to feel they belong

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[1] Roueche, John E., Salvage, Redirection or Custody? Washington, D. C., AAJC/Eric 1968.

at the community junior college and helped to develop skills in reading and communication.

Students who have failed consistently in the past have had to learn to accept failure. They accept failure and do not respond well to threats of failure. They have not succeeded often and do not respond well to promises of success until they have had a chance to experience and value success. The motivational programs concentrate on success by doing things the students can do at the beginning, showing students people with a similar background as theirs who are succeeding, and introducing them to faculty who think positively. Things the students aren't interested in and have had trouble with in the past are held in abeyance until the student begins to function. Massive testing programs guaranteed to rank the student in the lowest 10 per cent are avoided until the student can be taught to understand what the tests mean and not be threatened by them.

The development of self-respect is attempted by stressing the things a student can do, by helping him see people who have come from backgrounds like his who have succeeded, and by the respect and affection offered by faculty who treat him as a human being.

The motivational program should encompass an entire year in order to help the student to assess himself realistically. Once he can assess his strengths and weaknesses in a legitimate evaluation, he is then directed toward selecting his own career objectives.

The faculty members and counselors dealing with a particular group of students function as a community of counselors who can collectively know and deal with each individual as a person. In fact, the prime focus of the program is on the individual student. By giving each student special attention, by helping him be close to each instructor, by

keeping him in close contact with a group of students, and by planned social activities, the student begins to feel that he belongs at the college.

The dumping of subject matter onto the student is of little benefit until the student becomes motivated to work. Certainly, these students have common weaknesses in reading and communication. Reading and communication are taught as skill subjects so that the student can use them to succeed, once he decides to.

In motivational programs, the idea of building a supportive environment has been carried to its greatest lengths to assist the disadvantaged student with a history of poor school performance. Certainly all of the answers have not yet been found through the motivational programs, but failure rates have decreased drastically, students have been assisted to enter programs that better fit them, and changes in attitude are in evidence.

Research into test results and success in remedial and motivational programs show that standardized testing has severely limited validity for disadvantaged students. Standardized tests are nearly always designed for students from the dominant White, middle-class, native-English speaking majority in our society. Disadvantaged students have learned a different dialect, if not an entirely different language. When placed in a pressured, timed, test situation, the disadvantaged student cannot do well because the words do not mean to him what they were written to mean.

Placement and evaluation of disadvantaged students should be based on much more than standardized testing. A student's past record of performance, his motivation, his native ability as determined by devices that do not measure culture such as performance I.Q. tests, and his standardized

tests scores should be used for placement and evaluation. Use of rigid cutting scores on any one given test as a placement technique should be discontinued.

Recommendation No. 8: The community junior college should review its remedial programs and redirect its efforts to deal with motivation, the main problem of disadvantaged students with histories of poor performance.

Recommendation No. 9: The community junior college should abolish the use of rigid cutting scores on standardized tests as the placement and evaluation technique for disadvantaged students. A disadvantaged student's past record, native ability, and motivation should be used in evaluation and placement.

## Curricula

There are two key words that should be considered concerning curricula at a community junior college: Relevance and Comprehensiveness. The word "Relevance" has been so much with us lately. Yet, one of the real causes for the push for relevance is present in the community junior colleges in Texas. Some of the things we require students to learn have little reason. A Black student whose parents are sharecroppers is asked to learn about Beowulf and the identities in order to get a degree in agriculture.

Education should be a broadening experience, but the experience should have some relevance to the student. Unfortunately, college curricula are shaped by tradition rather than logic. To the studentwho went to college because it was a tradition this was fine. To the student who does not go to college for tradition and who thinks there must be some reason for him to learn some particular thing, curricula dictated by tradition make little sense.

The appeal for relevance goes a little deeper than course descriptions. Students who come to college with a particular goal in mind need to be shown how particular concepts in a course fit into

his life. He will learn better if faculty will teach to his interests.

The time is coming in America when educators will have to be accountable for learning. Accountability implies the statement of learning objectives. It would be good for the community junior colleges to begin reviewing curricula now to see if they are relevant and if we can justify our learning objectives for every course. We must begin this evaluation of curricula in spite of the rigidity of the senior colleges above us.

Disadvantaged students, even more than middle-class students, need to be able to see the reason they are asked to learn a particular thing more than do middle-class students. Disadvantaged students tend to seek higher education for very practical reasons. They seek higher education so they can do particular jobs, thereby qualifying for higher incomes, and having the benefits of a better life. They frequently do not understand that a bachelor's degree in anything is valuable to the student. They seek a particular degree in order to reach for a particular goal. In each course the disadvantaged student needs to see that he is getting nearer that goal.

> Recommendation No. 10: Community junior colleges should reevaluate their curricula with the relevance of each part of each course to the students in mind. Since the community junior colleges in Texas are now a major source of students for the senior colleges, they should begin to apply pressures for similar change in the senior college curricula for degrees.

The second key word was "comprehensiveness." It is obvious that if the community junior colleges in Texas intend to serve all of the educational needs of all of the people, they must offer programs that fit all of these educational needs. The first two years of a bachelor's degree plus a few occupational programs cannot begin to serve all of the

educational needs of all high school graduates and adults.

In Table C is presented the special educational programs that are offered in Texas community junior colleges and are designed to serve students disadvantaged in terms of economic, social, or educational backgrounds. This information was collected through surveys conducted by the Compensatory Education Project of the Coordinating Board. Programs that may also serve disadvantaged students, but are not specially designed for that purpose are not included in this table.

There are adults in nearly every college's service area who have not completed the basic education necessary for literacy. There are adults and recent high school graduates who want, but do not have, a marketable skill. There are people who want to upgrade their education to progress to the next highest job. There are people who want to learn for the sake of general knowledge. There are people who want to develop hobbies or skills for their own enjoyment. Yes, there are also people who want a bachelor's degree.

In every category listed above, the people needing higher education will have wide varieties of levels of ability, wide varieties in previous educational accomplishments, and all sorts of peculiar time schedules that require them to take courses in early morning, afternoon, or evening. To fulfill the commitment the community junior colleges talk about, all of the educational needs of these and all other adults should be served by the college. The only limitations should be lack of sufficient numbers of people and amounts of funds.

The academic transfer program is offered at every community junior college in operation in Texas. This program permits a student to take the first two years of most four year college degrees. Most colleges

TABLE C

PROGRAMS OF PARTICULAR BENEFIT TO DISADVANTAGED STUDENTS

IN TEXAS PUBLIC JUNIOR COLLEGES, 1970-71

| NAME OF COLLEGE | TUTOR-ING | SPECIAL ORIENTATION COUNSELING & TESTING | SPECIAL OCCUPA-TIONAL | REMEDIAL ENGLISH | DEVELOP-MENTAL READING | REMEDIAL MATH | BASIC STUD-IES | ADULT BASIC EDUC. |
|---|---|---|---|---|---|---|---|---|
| Alvin | | | | | | | | |
| Amarillo | | | | | | | | X |
| Angelina | | | | | X | | | |
| Bee County | | | X | X | X | X | | |
| Blinn | | | | | X | | | |
| Brazosport | | | | X | | X | | X |
| Central Texas | | | | | | | | |
| Cisco | | | | | | | | |
| Clarendon | | | | | | | | |
| Col. of Mainland | | | | | | | X | |
| Cooke County | | X | X | | | | | X |
| Dallas Co. J.C.D. | | | | | | | | |
| Eastfield | X | | | | | X | X | |
| El Centro | | X | | | | | X | X |
| Mountain View | X | | | | | | X | X |
| Del Mar | | | | | | | X | |
| Frank Phillips | | | | X | X | X | | |
| Galveston | | | | X | X | X | | |
| Grayson County | X | | | | | | | |
| Henderson County | | | | | | | | X |
| Hill | | | | | X | X | | |
| Howard County | X | | | X | X | | | |
| Kilgore | | | X(3) | | X | | | |
| Laredo | | | | | X | | | X |
| Lee | | | X(4) | | | | | X |
| McLennan Com. | | | X(2) | | | | X | |
| Navarro | | | X | X | X | X | | |
| Panola | | | | X | | | | |
| Paris | | | X | X | | | | |
| Permian J.C.D. | | | | | X | | | |
| Midland | | | X | | | | | |
| Odessa | | | X | | | | | |
| Ranger | | | | | | | | |
| San Antonio J.C.D. | X | | | | X | | X | X |
| San Jacinto | | | | | | | | |
| South Plains | | | | | | | | |
| Southwest Texas | | | | | X | | X | |
| Tarrant Co. J.C.D. | | | | | | | | |
| Northeast | | | | | | | X | |
| South | | | | X | X | X | X | |
| Temple | | | | X | | X | | |
| Texarkana | | | | X | | X | | |
| Texas Southmost | | | | | | | X | |
| Tyler | | | | | | | | |
| Victoria | | | | | | | | |
| Weatherford | | | | X | | | | |
| Western Texas | | | | | | | | |
| Wharton County | | | | | | | X | |
| Totals | 5 | 2 | 15 | 12 | 14 | 10 | 12 | 9 |

( )...indicates total number of programs in a given category. X...indicates one program in a given category.

TABLE C

OTHER PROGRAMS:

Lee College X#

Texas Southmost X*

#...A post secondary, live instruction program for the inmates of the Texas Department of Corrections, leading to the Associate of Arts Degree and Diploma. Also certification in five vocational areas.

*...An elementary survey course for students who have background deficiencies in American History. The course helps prepare the students for the regular college leveled couse, History of the United States.

offer portions of this program at night and have large adult enrollments in this program in both day and evening classes. The biggest problem in the academic transfer program is the irrelevance of some parts of some curricula. There are serious difficulties involved in a community junior college trying to change academic transfer curricula since the final degrees are awarded by other institutions.

Occupational programs are programs that last from several weeks to 24 months and prepare students for immediate employment upon completion of the program. They exist in most, but not all, community junior colleges in Texas. The serious deficiencies in occupational offerings in community junior colleges in Texas represent one of the community junior college's greatest failures in meeting its commitments and serving disadvantaged students.

In a society so technical that everyone, not just the top 10 per cent, must have saleable skills, every community junior college should offer a broad spectrum of up-to-date occupational programs. The spectrum of occupational programs should be so broad that it offers nearly any constituent of the college with any level of ability and any type of interest a program that fits him and offers opportunities for good employment. Unfortunately, this is not the case in the Texas community junior colleges.

There are several problems present in the general tendencies in occupational programs in the community junior colleges in Texas. There is a lack of variety of programs offered at many colleges. The lack of variety is often worst in the programs that require the least educational background. Some colleges seem to feel that a program pitched "below college level" is beneath their dignity.

There is a tendency for the occupational programs to be rigid and

to isolate students. Students are isolated in two ways. Each program tends to be isolated from the other programs and the student can not adjust his choice of program very easily. Students in occupational programs tend to be isolated from students in academic or other programs. This isolation leads, in part, to the next problem.

Occupational programs tend to have less status and receive less respect than they deserve on the community junior college campus. Sometimes one gets the impression that some colleges think of the occupational programs as places to put students who are "not able to do college work" rather than educational programs that are legitimate and desirable in their own right.

There are several reasons for these problems in occupational education in the community junior college in Texas. Occupational education is, to some extent, a new function for the colleges. Until World War II, colleges were thought of as solely academic institutions. Finances are another major reason for the problems. Colleges receive a much lower per cent of state and federal support for occupational programs than they do for academic programs. Unions frequently damage occupational programs through their refusal to admit a graduate of an occupational program to higher level employment in union controlled jobs. Finally, there is the already discussed lack of status in the eyes of some concerning occupational education.

All of the problems in occupational education in the Texas community junior colleges are real. The reasons for the problems are real, too. However, in spite of everything, the colleges must engage immediately in expanding occupational programs and fulfilling this portion of their commitment.

Adult basic and general education programs should be offered to

help any person that wishes to advance his education to do so. This will mean many types of programs, including teaching adults how to read and write.

In general, adults will not return to secondary or elementary schools no matter what level education they need. They will attend a college to take the same program. Adult basic and general education should be a major portion of the community junior colleges' curricula. (Table C lists only nine colleges offering adult basic education.) They should be offered frequently, at varying times, and with heavy advertising to serve disadvantaged people.

Community junior colleges should not feel bound to the semester, the credit hour or the traditional subjects. The college should offer any course of any type or length for which there is demand. This means literally tens and hundreds of little vocational and avocational courses lasting from one night to several months, taught to fill any need existing in the college's service area. There might be a class in carburetor adjusting, another in bridge playing, and another in hunting with a shotgun. It is unfortunate that there is little funding available for this type of course outside of the college's local funds.

The vocational and avocational short courses can serve as excellent "starter courses." Through this type, or any other type of course, the college can get an individual enrolled. It is then a much shorter jump to a full program of some type, if the person needs another program.

To serve all of the educational needs of the adult citizens, the community junior college must cease to think of itself as an 8:00 A.M. to 4:00 P.M. institution. Many of the colleges do offer evening classes. However, sometimes this is but the leftovers from the academic day program. The college should offer any educational service at any time when there is

enough demand for the service. The total services of the college should be organized to fit the needs and the old 8:00 to 4:00 restrictions used for academic programs for recent high school graduates should be forgotten.

> Recommendation No. 11: Community junior colleges should offer a broad spectrum of occupational programs, adult basic and general education programs, vocational and avocational short-courses, and should provide these services whenever needed.

## Instruction

The actual instruction is the single most important factor in any educational institution. Nearly everything that is done in education is done to improve effectiveness at the delivery point of the system, instruction. Yet, we make little attempt to judge the quality or even the quantity of instruction or learning.

The community junior colleges have advertised that quality instruction is their strongest point. What is quality instruction? What is a "good teacher"? Exactly what do students in a given course really learn? In the vast majority of cases, these questions are unanswered.

The effectiveness of instruction is even more critical with disadvantaged students. As mentioned before, the student whose background does not make college a natural thing, is more questioning. He wants to know that what he is asked to do is relevant. He wants to know that he really is learning and progressing toward his goal. When he feels his time is being wasted, he is frustrated and quits. When the community junior college reaches out to serve all segments of our society, improved instruction will determine whether or not it succeeds.

The starting point in organizing an instructional program is the

of individualized instruction. A student has a better chance to learn if the material to be learned can be in a form that he can study at his own rate. A disadvantaged student often has background and learning problems that cause him to need more time on a particular lesson. A disadvantaged student often becomes impatient when forced, in a traditional setting, to spend time on something he already knows. These problems can be helped by individualizing instruction.

Instruction can be individualized by "packaging" lessons. Lessons can be "packaged" to directly teach material under one objective or a group of related, detailed objectives. The package is then a whole unit with logical organization that is self-contained. The student can go through the package once or a dozen times.

Packages can and should be made up of widely varied media. Programmed material where the student proceeds from frame to frame, assignments with directions, coordinated presentations using slides and narrative, video-tapes, recorded verbal explanations, working models with written, recorded, and/or visual instruction and any number of other media, and combinations can be used to construct instructional packages. Another prime benefit of such packages is the variety of media. Students who see and do something different on nearly every unit learn so much better because their interest is better. In addition, since people learn in different ways, different types of presentations help them to learn.

Once the faculty member has developed individualized instruction techniques, he has much more time to spend working with students individually. Certainly no set of packaged materials is ever so perfect that a faculty member does not want to improve it, but the faculty member is freed of much of the traditional lecture responsibility and can then work directly with individual students.

acceptance of responsibility for learning by the community junior college and its faculty. Is the college only responsible for delivering a faculty member to a classroom to lecture for 50 minutes? Is the faculty member only responsible for occupying 45 periods that are 50 minutes long with lectures?

When the college and its faculty accept the responsibility for students' learning, then the next step is objectives. Each degree or program should have a set of objectives that each student should meet in order to be certifiable at a given level. The objectives are nothing more than a list of things the student should know or be able to do if he is to be considered an accountant or an automobile mechanic or a biologist.

Derived from the objectives for each degree or program, related objectives are grouped together in instructional units that are called courses. Each course is then structured around the objectives for the course. Instructional units are developed by taking course objectives and breaking them down into instructional units that can be covered in one package, assignment, or class period.

Thus the entire instructional program flows logically from the determination of what a graduate of a given program needs to know down to the materials for one lesson. The determination of what it takes to train a history teacher is difficult. However, it makes a lot more sense to tackle this difficult job than to have the prospective history teacher learn the quadratic equation just because college students have learned it for years.

> Recommendation No. 12: Community junior colleges should accept the responsibility for students' learning and specify what the student is expected to learn in every degree program, course, and lesson.

Once the learning objectives have been established for a course, there are several instructional techniques that can help disadvantaged students to learn. A major group of techniques centers around the concept

Packaged instruction offers an important motivating tool. Since each student knows the objectives and what he is expected to do and since each student can work each package as many times as necessary, students should experience a very high degree of success. In fact, the student should eventually succeed on nearly every package. Since disadvantaged students need success, this reinforcement is much more effective at keeping students in school and motivated.

A well-done individualized course, used properly, should yield success for nearly every student. This low failure rate bothers most college teachers. College teachers are accustomed to judging their grading, etc. by the failure rate. It is simply assumed that under "normal" conditions some will do well, some satisfactorily, and some unsatisfactorily. There is no thought at all that the faculty member should even try to have all students learn a minimum amount.

There is not space here to put forth the entire argument, but disadvantaged students could be taught by individualized techniques that assure that nearly all students can succeed. The argument, probably overstated, but certainly valid, is presented in Bloom's "Learning for Mastery".[1]

Much freedom in scheduling is possible with individualized instruction. The materials may be placed in open labs for use when and where most convenient to the student. Group meetings in a course are necessary but not every Monday, Wednesday, and Friday at 10:22 a.m. This permits students to hold jobs, rear families, or miss two days of school without too much damage to their school work. One word of

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[1] Evaluation Comment, Vol. 1, No. 2, Center for the Study of Evaluation of Instructional Programs, U.C.L.A., Los Angeles.

caution: experience to this point does not indicate that students, especially poorly motivated students, can simply be pointed toward a Learning Resources Center and expected to complete the course. While schedules can be arranged to fit the students' and the teachers' convenience, some scheduling is necessary and students' progress must be monitored so that they can be encouraged to progress.

Packaged or individualized instruction can also have another major benefit: it can teach to student interests and allow maximum student involvement in learning. When all students do not have to be at exactly the same place in the book so that all 45 can listen to the professor discuss a given point, a student may be allowed to "branch-out" on a topic that particularly interests him. By following his particular interest, the student often can learn the desired material quickly and enjoy the learning. If all learning could be enjoyed, we would have no motivational problems.

There is much more to development of instructional packages than the purchase of equipment. Development of instructional packages is a very time consuming task. One good instructional package can take many hours of planning and preparation. Professional television programs are produced at the rate of one half-hour show per week, for example. It is much easier to develop a set of notes from which to talk for 50 minutes than to develop one or two packages. However, the improved learning and the more economical use of faculty members, once packages are developed, justify the initial investment.

> Recommendation No. 13: Community junior colleges should individualize instruction so that students can, where possible, learn at their own rates. This can best be achieved through packaged instructional materials, use of varied media, recognition of individual student interests, and student success from being able to complete the packages.

Tutors can be used to help individualize instruction, even where

packaged instruction is not used. For disadvantaged students, tutors offer several advantages. There is the obvious advantage that the student gets individual help with his lessons. There is the additional advantage of example and motivation if the tutor is a successful student from the same disadvantaged background as the student. Finally, there is the personal friendship and encouragement which comes from the close personal relationship between a student and his tutor.

> Recommendation No. 14: Community junior colleges should institute peer group tutoring, counseling, and learning programs.

With disadvantaged students, especially those with a history of poor educational performance, faculty, counselors, and staff should form a unified and supportive counseling team. Each faculty member should try to know each student, be aware of his problems in all areas, and function as a friend and counselor. For students with a history of poor educational performance, it has been found helpful to organize faculty and counselors into teams that all deal with the same group of students. Then with no division of function into teaching and counseling, the total team responsible for a group of students can get together and discuss and deal with each student totally. This unified and supportive counseling team can deal with each student as an individual and as a total person.

> Recommendation No. 15: Community junior college faculty and staff working with students who have a history of poor educational performance should function as a unified and supportive counseling team.

## Community Involvement

Working again from the premise that the community junior college should serve all of the educational needs of the community beyond the

high school, it is obvious that the college should be totally involved with the community. The portion of the community least involved with the college at present is the disadvantaged population. This injures the college and the people because neither gets the benefits of the other.

The college should establish an informal advisory group for the president, chosen from the disadvantaged population in its service area. This group can function to make suggestions to the president and the president can try his ideas and propose new programs on the group. The group will benefit the college because it will bring in ideas from still another source, give a channel of communication to the segments of the population involved, and create understanding which will be helpful in times of stress.

There is no threat from an informal advisory group like this if the president really wants to hear their ideas and if valid suggestions are usually taken. The two mistakes that should be avoided are appointment of people to the group as leaders who are not accepted by their own group and using the group for window dressing without intending to listen to suggestions.

Local civic groups from disadvantaged segments of the population and from minority ethnic groups should also be utilized to promote good will and as sources of financial support of students. Businesses in minority segments of the community should not be forgotten as places for students to work on co-operative programs. The college should open its facilities to the entire community and encourage the use of the campus as the community center for all groups. Short courses are also excellent agents to be used to involve disadvantaged segments of the population with the college.

Recommendation No. 16: The community junior college should work to involve the disadvantaged segments of the population through advisory groups, minority civic groups, minority businesses, and college services to the community.

## Attitude of Personnel

There is much overlap between economic and racial group membership. Mountains of statistics exist to show that minority groups tend to be economically disadvantaged. Much of the struggle for economic advancement has, therefore, become racial. The terms "La Raza" and "Black Power" are used more often in economic issues than in any other single group of issues.

The community junior college can not ignore or deny this linkage between economics and race if it intends to serve disadvantaged segments of the society. The sense of racial or ethnic identity exists and is real. The college must be willing to respond to a group's preferences which spring from their sense of identity as long as no other group is taken advantage of.

The most important single thing in serving all students, especially disadvantaged students, is the attitude of the community junior college personnel. It takes a special kind of recruiter to make all of the extra efforts needed to convince many students and their parents they should come to college when they have never thought of it. It takes a special kind of counselor to be close enough to students to overcome all of the pressure upon the student to give up and to help that student stay through to a degree or certificate. It takes a special kind of teacher to do all of the work necessary to individualize instruction and then spend time in helping students to succeed.

These special kinds of college personnel are available. It is the responsibility of the administration to find them when employing

personnel. It is the responsibility of the leadership to set examples that will be followed by other personnel.

> Recommendation No. 17: The community junior college personnel should be sensitive to the needs of all students, especially disadvantaged students, and be willing to do the extra work necessary to serve them. It is the responsibility of the administration to employ personnel with this sensitivity and willingness.

## Recommendations for State Action

Many of the community junior colleges do not provide several of the most needed services to students. If community junior colleges are to meet the needs of all of the citizens they must all become comprehensive institutions offering Counseling, Technical-Vocational Education and Compensatory Education in addition to university parallel programs. Many students need a supportive environment so they might have an opportunity to find educational programs that fit them and succeed.

Quite a large number of citizens are interested only in skill programs rather than traditional academic programs. Such students should have a variety of technical and vocational programs to choose from, which will provide them with sufficient knowledge of a specific skill enabling them to earn a suitable income.

Often students are limited in ability or educational background which limits their level of achievement in traditional course work. To serve these students special compensatory education programs and occupational programs of varying levels of difficulty should be developed at each community junior college.

> Recommendation No. 1: Funding for all public community junior colleges in Texas should be provided only for services performed. Student services, occupational education, and compensatory education functions should be required by law.

Assuming that the State of Texas is desirous of all its citizens being afforded the opportunity of reaching their highest attainable levels of education, and assuming that the public community junior colleges in the state are truly practicing the open door concept, each

Texas citizen should have easy access to any community junior college. For students from low income families, easy access means without cost.

Cost free admissions for low-income students will permit a large number of citizens who are not being served at present to pursue their educational goals and to attain new skills, thus enhancing their possibilities of making worthwhile and meaningful contributions to the community and the state. The waiver of cost should be renewable as long as the student is succeeding in his chosen program. There should be no limitations placed on the student's freedom to choose his own program.

To properly publicize the existing financial aid programs and to encourage the granting of cost waivers to low-income students, such authority and responsibility should be placed at the state level.

> Recommendation No. 2: State legislation should be enacted to give a state agency responsible for higher education the authority and responsibility to inform all interested parties of the availability of federal and state financial aid, waive all tuition, fees, and other charges by a community junior college for a low-income student, and compensate the community junior college for revenue lost.

The problem of providing the best comprehensive education to all Texas citizens, calls for a comprehensive approach by all state agencies. It would require that all state resources be effectively utilized in the planning and implementation of programs and services to meet the growing needs in our expanding educational system. It is apparent that the present coordination efforts are in need of redirection.

By state law, measures should be taken to ensure total cooperation and assistance between all state agencies involved in providing higher

education in the state. The major responsibility for this coordinated effort should be delegated to one educational agency.

> Recommendation No. 3: In order to most effectively utilize all available resources, state legislation should be enacted to consolidate under one state agency, the responsibility for financial, administrative and program coordination in higher education.

In order to provide quality educational services to all Texas citizens, more input is needed from all segments of the population. An advisory council composed of all major ethnic minority groups in Texas should be established. By having such a council, the Commissioner of Higher Education and the Coordinating Board would maintain close contact with the needs of all the people served by the junior colleges of the state.

The advisory council will assist the Commissioner in reviewing current practices, in analyzing procedures and evaluative techniques and will make recommendations on the need of all students. The council will also assist in selection of areas of greatest need for new programs.

> Recommendation No. 4: A permanent advisory council to the Commissioner of Higher Education on compensatory education should be established.

## Summary of Recommendations for Community Junior Colleges

Recommendation No. 1: The community junior colleges should actually work to provide all educational services to all citizens beyond the high school in either age or education.

Recommendation No. 2: Community junior colleges should use all types of available financial aid individually and in combinations to assist students to attend college. This includes the federal college work-study, the National Defense Student Loan, the Economic Opportunity Grant, Texas Opportunity Plan and local financial aid programs. The need for financial aid should be calculated including the total cost of education: Tuition, fees, books, supplies, meals, transportation, clothes, entertainment allowance, and, where needed, lodging.

Recommendation No. 3: The community junior college should help to solve the low-income students' transportation problems by operating buses, encouraging car pools, arranging special public transportation routes, and providing sufficient financial aid to finance students' transportation costs.

Recommendation No. 4: Community junior colleges should use all techniques to recruit students including individual contacts with students and parents, community organizations, well placed advertisements, door-to-door recruiting and any other techniques which fit the local situation.

Recommendation No. 5: For maximum effectiveness the person who makes recruitment and counseling contacts with a disadvantaged student and his parents should be from the same ethnic background.

Recommendation No. 6: By working with local pre-college educational institutions, community junior colleges must encourage all students and their parents to begin thinking about higher education several years before high school graduation.

Recommendation No. 7: The community junior college should build a supportive environment for the disadvantaged student and provide him with a counseling program that will assure close personal contact plus professional counseling.

Recommendation No. 8: The community junior college should review its remedial programs and redirect its efforts to deal with motivation, the main problem of disadvantaged students with histories of poor performance.

Recommendation No. 9: The community junior college should abolish the use of rigid cutting scores on standardized tests as the placement and evaluation technique for disadvantaged students. A disadvantaged student's past record, native ability, and motivation should be used in evaluation and placement.

Recommendation No. 10: Community junior colleges should reevaluate their curricula with the relevance of each part of each course to the students in mind. Since the community junior colleges in Texas are now a major source of students for the senior colleges, they should begin to apply pressures for similar change in the senior college curricula for degrees.

Recommendation No. 11: Community junior colleges should offer a broad spectrum of occupational programs, adult basic and general education programs, vocational and avocational short-courses, and should provide these services whenever needed.

Recommendation No. 12: Community junior colleges should accept the responsibility for students' learning and specify what the student is expected to learn in every degree program, course, and lesson.

Recommendation No. 13: Community junior colleges should individualize instruction so that students can, where possible, learn at their own rates. This can best be achieved through packaged instructional materials, use of varied media, recognition of individual student interests, and student success from being able to complete the packages.

Recommendation No. 14: Community junior colleges should institute peer group tutoring, counseling, and learning programs.

Recommendation No. 15: Community junior college faculty and staff working with students who have a history of poor educational performance should function as a unified and supportive counseling team.

Recommendation No. 16: The community junior college should work to involve the disadvantaged segments of the population through advisory groups, minority civic groups, minority businesses, and college services to the community.

Recommendation No. 17: The community junior college personnel should be sensitive to the needs of all students, especially disadvantaged students, and be willing to do the extra work necessary to serve them. It is the responsibility of the administration to employ personnel with this sensitivity and willingness.

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